

**Presenters' Notes for PowerPoint
Rubrics**

Slide # Title	Presenter Notes
1. Rubrics	<i>No notes for this slide.</i>
2. Origin of the word "Rubric"	The word "rubric" originated from the <u>consistent</u> directions provided to clergy in medieval religious books. These directions were printed in red ink. The word rubric means red. Rubrics provide consistent descriptors of student work at various skill levels. This helps teacher make consistent judgments about the quality of student work.
3. What are rubrics?	Rubrics are a guide for judging specific levels of performance. They help students see what is expected of them and what mastery looks like.
4. How are rubrics helpful in instruction?	Rubrics can help teachers and students tell when a skill is fully mastered. If a skill is not mastered, rubrics show the next level that the student needs to master. Rubrics help students reach the standard or performance target. Rubrics help teachers clearly define instructional goals and teaching targets, including: <ul style="list-style-type: none"> • The standard of learning. • Teaching goals. • How to communicate with students so they will do better next time. • The next steps in instruction. Rubrics help teachers and students see a curricular standard in terms of the work students actually do.
5. A rubric is not a checklist.	A checklist isn't descriptive and isn't appropriate to use in evaluating a range of qualitatively different performance levels. A rubric provides a description of the different levels of performance. Here you see a checklist for a letter. It isn't descriptive and it isn't going to tell a student or teacher anything about the quality of a well written letter.
6. Activity One	We need to take time to go to the Module 7: Rubrics Activities and complete the activities described in Activity 1.
7. What kinds of rubrics are there?	A generic rubric is used to judge a wide variety of related student work. A task-specific rubric can only be used for one, specific task.
8. Generic Rubrics	A generic rubric describes broad learning targets. Generic rubrics are better for complex skills that generalize across tasks. The goal of generic rubrics is to help students apply what they learn about quality in one task to a number of similar tasks. Generic rubrics become part of the learning process.
9. Task Specific Rubrics	Task specific rubrics are clear and simple to understand. But – task specific rubrics do little to help students learn and teachers teach. Task specific rubrics have their place – but they are limited. They focus on one specific task rather than a full range of comparable tasks.
10. Generic vs. Task Specific	A generic or general rubric can be used across similar performances. For example the Six Trait Writing Rubric may be used to judge a wide variety of writing assignments.

Rubrics	<p>Task specific rubrics are clear and simple to understand.</p> <p>But – task specific rubrics do little to help students learn and teachers teach.</p> <p>Task specific rubrics have their place – but they are limited. They focus on one specific task rather than a full range of comparable tasks.</p>
11. Activity Two	We need to take time to go to the Module 7: Rubrics Activities and complete the activities described in Activity 2.
12. How are rubrics scored?	<p>There are essentially two ways to score rubrics.</p> <p>A holistic score gives a single score or rating based upon the overall impression of the student's work.</p> <p>An analytic score judges essential traits (or dimensions) so that they can be judged separately.</p>
13. Holistic Scored Rubrics	<p>When holistic scoring is used, there are no detailed analyses of the strengths and weaknesses of a student's work.</p> <p>Holistic scored rubrics are summative. This means they are used for determining student's performance at the end of the learning process. There is one score or rating.</p>
14. What are holistic scored rubrics used for?	<p>Holistic scored rubrics are used for:</p> <ul style="list-style-type: none"> • Judging simple products or performances. Ones that don't have more than one trait of importance – such as the answer to an essay question requiring a description of osmosis for a biology class. This type of scoring rubric is also called primary trait. • Getting a quick snapshot of overall quality or achievement – such as scoring a final essay assignment. • Judging the "impact" of a product or performance. For example to what extent a <i>persuasive</i> essay <i>persuades</i>.
15. Holistic scored rubrics are summative.	<p>Holistic scoring is used either at the beginning to obtain a benchmark or at the <i>conclusion</i> of the learning process.</p> <p>Because holistic scoring is summative, it is limited.</p> <p>Two students can get the same score or rating for very different reasons.</p> <p>Holistic scoring does not identify strengths and weaknesses and because of this isn't good for planning instruction.</p>
16. Analytic Scored Rubrics	<p>When analytic scoring is used, a separate score is given for each trait.</p> <p>For example, the Kansas Writing Assessment uses the 6-TRAIT model to score student writing analytically.</p>
17. Analytic scored rubrics integrate assessment with instruction.	When analytical scored rubrics are used routinely in the classroom, assessment is integrated with instruction. Feedback from quality analytic scored rubrics guide improvement of teaching and learning.
18. What are analytic rubrics used for?	<p>Analytic scored rubrics:</p> <ul style="list-style-type: none"> • Show relative strengths and weaknesses of a student's work. • Teach students what quality products or performances are by providing detailed descriptions.

	<ul style="list-style-type: none"> • Provide detailed feedback to students, teachers, and parents. • Allow teachers and students to evaluate multi-dimensional, complicated skills, products, or performances. • Require examination of each dimension or trait separately for understanding mastery and quality. <p>When analytical scored rubrics are used routinely in the classroom, assessment is integrated with instruction. Feedback from quality analytic scored rubrics guide improvement of teaching and learning.</p>
19. How are rubric scores converted to grades?	<p>It is very tempting to convert a rubric score to a grade by adding up all the points of the evaluative criteria the student earned and dividing by the total number of points available. But this would be wrong!</p> <p>For one thing the scores on the rubric don't represent averages. If they did a score of 3 would represent "D" work – and it doesn't!</p>
20. "3 is not a "C"	<p>According to the Kansas 6 Trait Scoring Manual:</p> <p><i>"From the blossoming of an initial idea to the act of publication, writing is an ongoing recursive process, not necessarily a linear one. The Kansas scoring rubric is designed to reinforce this idea and help writers to understand at what particular stage a piece of writing may be for each of the six traits (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions)."</i></p> <p>Here you see what a rating of 3 means on the Kansas 6 Trait Writing Model.</p> <p>Now consider this: What if a student got a "1" on a trait. It would take a lot of 4's to balance out a 1 to a passing grade if all we did was average rubric scores.</p> <p>One more thing to think about – should work done at the end of a grading period count as much as work done at the beginning? When the learner may have developed and improved over time?</p>
21. Don't average – use logic!	<p>So what should you do? Here is what we recommend:</p> <p>Don't average or use strict percentages to determine grades from rubrics.</p> <p>Do come up with a logic rule for converting the descriptions of the evaluative criteria points to a grade that reflects a performance standard.</p> <p>Here you see an example of a "Logic Rule for Converting Rubric Scores to Grades" from the book Scoring Rubrics in the Classroom by Judith Arter and Jay McTighe. You don't need to use this logic rule – Arter and McTighe suggest you come up with one you can live with.</p>
22. Activity Three	<p>We need to take time to go to the Module 7: Rubrics Activities and complete the activities described in Activity 3.</p>
23. How are rubrics developed?	<p>Evaluative criteria describe what to look for in student performances or products to judge quality.</p> <p>You can identify evaluative criteria by answering the questions:</p> <p>What are the standards?</p> <p>What would be evidence that the standards have been achieved?</p> <p>What do I expect from my students?</p> <p>What does good performance look like?</p> <p>What do I want to accomplish as a teacher?</p>

	<p>What kind of feedback do I want to give to improve student work? How can I tell if my instruction is effective?</p>
24. How many evaluative criteria should be in a rubric?	<p>Many rubrics use a 4 point scale in which 3 is defined as “meeting the standard” and 4 is defined as “exceeding the standard.”</p> <p>Many rubrics use a 4 point scale in which 3 is defined as “meeting the standard” and 4 is defined as “exceeding the standard.”</p> <p>A 2 means “just below the standard” and a 1 means “way below the standard.”</p> <p>Because keeping a rubric simple makes it easier for the teacher to score and for the student to understand, we recommend 3 to 6 evaluative criteria.</p>
25. Gather random samples of student work.	<p>Next, gather at least 30 random samples of student performance or work that illustrate the skills or behavior.</p>
26. Sort student work.	<p>With a group of your colleagues, sort student work into groups. You may want to start with four piles sorted according to these four labels:</p> <ul style="list-style-type: none"> • Does Not Meet Standard, • Approaching Standard, • Meets Standard, and • Exceeds Standard. <p>Write a list of the reasons for placing pieces in the 4 stacks. Why does the student work Exceed Standard? Why doesn't it Meet the Standard? Be certain to include specific details. Keep sorting work until you are not adding anything new to your list of attributes.</p>
27. Cluster reasons into traits or dimensions of performance.	<p>Cluster the reasons into traits or important dimensions of performance.</p> <p>Of course, we've already talked about the 6 + 1 Writing Traits but they provide great examples:</p> <ol style="list-style-type: none"> 1. Ideas/Content 2. Organization 3. Voice 4. Word Choice 5. Sentence Fluency 6. Conventions 7. Presentation
28. Write definitions for each trait.	<p>After identifying the traits, it's time to write definitions of each.</p> <p>Keep in mind your definitions should describe what each trait is about – not what good performance looks like. We'll get to good performance when we write descriptors for the Exceeds level.</p> <p>This is the definition of the trait Technology Problem-Solving and Decision Making: <i>Students use technology resources for solving problems and making informed decisions.</i></p>
29. The 6 Trait Model	<p>For definitions of the Six Traits used for the Kansas Writing Assessments check out the document <u>Introduction to Analytic Scoring for the Kansas Writing Assessment: The 6-TRAIT Model.</u></p> <p>It's available on the Web at http://www.ksde.org/Default.aspx?tabid=165</p>

30. Find student samples that show evaluative criteria.	<p>After the traits have been defined, find samples of student performance that show each evaluative criterion 1, 2, 3, and 4.</p> <p>These samples are going to become “exemplars.” They are also called “anchors, models, and range finders.” But we will just call them exemplars.</p> <p>Exemplars guide the user of the rubric. They help the raters using the rubric to see what 3 or “Meets Standard” looks like and how the 3 criterion is different from the 2 criterion.</p> <p>Here we see an exemplar for the Kansas 8th grade Expository Essay taken from the <i>Introduction to Analytic Scoring for the Kansas Writing Assessment</i>. It is found on p. 36.</p>
31. Write descriptors of the evaluative criteria.	<p>Now it’s time to write the descriptors for the evaluative criteria. These need to be brief but still capture the essence of what makes a student’s work a 1 or a 4 on the rubric scale.</p> <p>This is an example of the descriptor for the highest evaluative criterion for the trait “Technology Problem-Solving and Decision Making” from the book <i>Resources for Student Assessment</i>.</p>
32. Rate the samples and share results.	<p>After the descriptors are written, teachers rate the student samples and share their results. Then they review the descriptor and the exemplar until they reach agreement on both.</p> <p>This helps establish the rubric’s validity.</p>
33. Re-rate student work using the new rubric and exemplars.	<p>Now it is time to address the consistency of the Rubric.</p> <p>Teachers re-rate the 30 exemplars using the new rubric and exemplars.</p> <p>Scores are then compared, and discrepancies greater than 1 evaluative criterion on a trait are assigned to a third rater, whose score becomes final.</p> <p>This helps establish the rubric’s reliability.</p>
34. Use the rubric & revise, revise, revise.	<p>And when we have finished the process of creating a rubric can we relax?</p> <p>No! Rubrics and the criteria in them evolve with use. You will have to try a new rubric out. You’ll find some parts of the rubric work and some don’t.</p> <p>You may need to add and modify descriptors or choose better exemplars that illustrate what you mean. You may even need to revise traits.</p> <p>As you revise, don’t be afraid to let students help. After all, rubrics are all about student learning.</p> <p>This helps establish the rubric’s reliability.</p>
35. Activity Four	<p>We need to take time to go to the Module 7: Rubrics Activities and complete the activities described in Activity 4.</p>
36. What is a quality rubric?	<p>Teachers can find a variety of rubrics by simply entering the name of a performance task into an Internet search engine.</p> <p>But be careful!!!</p> <p>Choosing which rubrics are worth using and which are not requires a little more discrimination.</p>
37. Popham’s rubric for rubrics.	<p>Dr. Popham offers a rubric to help us tell the difference between “rubrics that are rapturous and those that are rancid.”</p> <p>His rubric addresses four essential components:</p> <ol style="list-style-type: none"> 1. Significance 2. Evaluative Criteria 3. Quality Distinctions and

	4. Concise Clarity.
38. Significance	<p>Popham's rubric begins with Significance by asking: Is the skill being assessed a genuinely worthwhile one?</p> <p>A strong rubric will be focused on students' attainment of a high level cognitive skill that requires meaningfully lengthy instruction to promote.</p> <p>A weak rubric will focus on students' acquisition of knowledge or a quickly taught, low-level cognitive skill.</p>
39. Evaluative Criteria	<p>Next, the rubric addresses Evaluative Criteria by asking: Have the rubric's scoring criteria been selected so they are few in number, succinctly labeled, and instructionally useful?</p> <p>A strong rubric will contain few concisely labeled evaluative criteria that students can use to check their own mastery of the skill being assessed.</p> <p>A weak rubric will contain too many poorly labeled evaluative criteria, some of which students cannot be directly taught to use.</p>
40. Quality Distinctions	<p>Popham goes on to address Quality Distinctions: Are degrees of excellence satisfactorily described for each of the rubric's evaluative criteria?</p> <p>A strong rubric will provide clear descriptions of how each evaluative criterion is applied, so that, with reasonable training, different rubric users will come up with essentially the same evaluations for student work.</p> <p>A weak rubric's evaluative criteria will lead to many different evaluations for the same student work.</p>
41. Concise Clarity	<p>He then considers the Concise Clarity of the rubric by asking: Is the rubric presented in a sufficiently succinct and lucid manner so that it is likely to be used?</p> <p>A weak rubric will be too lengthy or too technical for teachers and students to use.</p> <p>A strong rubric will be presented briefly enough and clearly enough so that busy teachers will use it.</p> <p>A weak rubric's evaluative criteria will lead to many different evaluations for the same student work.</p>
42. Rubrics – Module 7	<p>In this module we've addressed the following question: What is a rubric? What kinds of rubrics are there? How are rubrics scored? How are rubrics developed? What is a quality rubric?</p> <p>We hope that we have helped you answer these questions and piqued your interest in using rubrics. After all, they are awesome instructional and evaluative tools!</p> <p>Remember that the purpose of rubrics is to provide clarity to teachers as they judge students' learning. And if used correctly – rubrics improve teaching and learning!</p>
43. Activity Five	We need to take time to go to the Module 7: Rubrics Activities and complete the activities described in Activity 5.